



**Connections between the Common Core State Standards (CCSS) for English Language Arts and the  
South Carolina Academic Standards for English Language Arts 2008  
Grade 7**

Reading Standards for Literature	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Key Ideas and Details</b>		
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7-1.1 Analyze literary texts to draw conclusions and make inferences.	
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	7-1.6 Analyze a given literary text to determine its theme.	
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	E1-1.4 Analyze the relationship among character, plot, conflict, and theme in a given literary text.	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	6-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration). 7-3.4 Interpret the connotations of words to understand the meaning of a given text.	
5. Analyze how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning.	6-1.8 Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain) and drama (including stage directions and the use of monologues).	
6. Analyze how an author establishes and contrasts the points of view of different characters or narrators	7-1.2 Explain the effect of point of view on a given narrative text.	

in a text.		
<b>Integration of Knowledge and Ideas</b>		
7. Compare and contrast a story, poem, or drama to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>This standard was not previously included in the SC standards.</b>	
8. (Not applicable to literature)	<b>NA</b>	
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<b>7-1.8</b> Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).	
<b>Range of Reading and Text Complexity</b>		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	<b>7-1.9</b> Read independently for extended periods of time for pleasure.	
<b>Reading Standards for Informational Text</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Key Ideas and Details</b>		
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>7-2.2</b> Analyze information within and across texts to draw conclusions and make inferences.	
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<b>7-2.1</b> Analyze central ideas within and across informational texts.	
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<b>7-2.2</b> Analyze information within and across texts to draw conclusions and make inferences.	

<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	4-1.6 Interpret the effect of the author's craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts. 7-3.4 Interpret the connotations of words to understand the meaning of a given text.	
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	7-2.5 Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.	
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.	7-2.3 Identify author bias (for example, word choice and the exclusion and inclusion of particular information).	
<b>Integration of Knowledge and Ideas</b>		
7. Compare and contrast a text to an audio, video, or multimedia version of it, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	This standard was not previously included in the SC standards.	
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.	7-2.3 Identify author bias (for example, word choice and the exclusion and inclusion of particular information).	
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	This standard was not previously included in the SC standards.	
<b>Range of Reading and Text Complexity</b>		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7-2.8 Read independently for extended periods of time to gain information.	

Writing Standards	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
Text Types and Purposes		
<p>1. Write arguments to support claims with clear reasons and relevant evidence</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>7-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>7-4.3</b> Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p><b>7-5.4</b> Create persuasive pieces (for example, letters to the editor or essays) that include a stated position with supporting evidence for a specific audience.</p> <p><b>7-6.5</b> Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p>	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><b>7-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>7-4.3</b> Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p><b>7-5.1</b> Create informational pieces (for example, book, movie, or product reviews and news reports) that use language appropriate for a specific audience.</p> <p><b>7-6.5</b> Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p>	

<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><b>7-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>7-4.3</b> Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p><b>7-5.2</b> Create narratives (for example, personal essays or narrative poems) that communicate the significance of an issue of importance and use language appropriate for the purpose and the audience.</p> <p><b>7-5.3</b> Create descriptions for use in other modes of written works (for example, narrative, expository, or persuasive).</p> <p><b>7-6.5</b> Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p>	
<b>Production and Distribution of Writing</b>		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><b>7-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>7-4.3</b> Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p> <p><b>7-6.5</b> Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.</p>	

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)	<p><b>7-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>7-4.5</b> Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p> <p><b>7-4.6</b> Edit for the correct use of written Standard American English, including ellipses and parentheses.</p>	
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.	<b>This standard was not previously included in the SC standards.</b>	
<b>Research to Build and Present Knowledge</b>		
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<b>7-6.8</b> Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and selecting and organizing information.	
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<p><b>7-6.2</b> Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p> <p><b>7-6.3</b> Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.</p> <p><b>7-6.7</b> Use a variety of print and electronic reference materials.</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims”).</p>	<p><b>5-2.3</b> Analyze a given text to detect author bias (for example, unsupported opinions).</p> <p><b>7-1.8</b> Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).</p>	

Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	This standard was not previously included in the SC standards.	
<b>Speaking and Listening Standards</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.	This standard was not previously included in the SC standards.	
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, graphically, orally,) and explain how the ideas clarify a topic, text, or issue under study.	5-1.6 Analyze the details that support the expression of the main idea in a given literary text.	
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7-2.3 Identify author bias (for example, word choice and the exclusion and inclusion of particular information).	

<b>Presentation of Knowledge and Ideas</b>		
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>This standard was not previously included in the SC standards.</b>	
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<b>7-6.6</b> Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	<b>7-6.4</b> Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	
<b>Language Standards</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	<b>7-4.2</b> Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex). <b>7-4.4</b> Use grammatical conventions of written Standard American English, including the reinforcement of conventions previously taught.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[, ] green shirt</i> ). b. Spell correctly.	<b>7-4.4</b> Use grammatical conventions of written Standard American English, including the reinforcement of conventions previously taught. <b>7-4.7</b> Spell correctly using Standard American English.	



Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>7-4.4 Use grammatical conventions of written Standard American English, including the reinforcement of conventions previously taught.</p> <p>7-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p>	
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>5-6.2 Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint sources to access information.</p> <p>7-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.</p> <p>7-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts.</p>	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>,</p>	<p>3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).</p> <p>6-3.4 Distinguish between the denotation and the connotation of a given word.</p> <p>7-3.4 Interpret the connotations of words to understand the meaning of a given text.</p> <p>8-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.</p>	

<i>condescending</i> ).		
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering word or phrase important to comprehension or expression.	7-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	